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Studies related to the handwork outlined above :

1. History in connection with pottery : primitive dishes ; various materials, forms, processes ; uses of Indian, Japanese, Greek, Rookwood, and Wedgewood pottery ; excursions to pottery stores and shops, and to Art Institute.
2. Geography in connection with pottery : clay and clay deposits, formation, and constituents ; the making of other soils.
3. Science in connection with tanning and cooking : growth of hair ; effects of alkalies upon fats ; reason for chapping of human skin ; growth and manufacture of sugar.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

REVIEW FOR OCTOBER.

At the opening of school in a new building the room for cooking was not ready for use, and the bread-making planned had to be postponed. We were also handicapped by being unable to start the clay work immediately. Instead of beginning with something the children could do, we began with discussions about farm life, calling for the children's experiences on farms in order to picture the conditions for wheat-growing and harvesting.

These lessons were in part failures, because there was no strong desire on the part of the children to do anything ; there was no motive for the study ; no questions that needed answers. The experience of the month taught me that with little children discussions may be few and far between ; that they must have some vital experience, some very close observation, to communicate to each other before a "recitation" is necessary.

The bread-making was done in the simplest manner. No attempt was made to explain the process except so far as such explanation was necessary for good work. The children were told, for example, that yeast is a plant, and that, like other plants, it needs to be warm, but not hot, in order to grow. No explanation was given of the effect of the yeast. The children were absorbed at the time in the doing. Questions followed afterward. They worked accurately and observed keenly.

The following points aroused spontaneous interest and surprise : the stickiness of the dough ; that the dough had increased in bulk ; that it became light and soft after standing ; that baking changed it so much. One of the direct questions asked was : What does the yeast really do ? An evident

desire was shown to know more about the nature of wheat and of yeast. The children spontaneously told of wheat fields, the threshing and grinding of wheat which they had seen.

The children found out from their homes that a family of six persons uses on an average sixty pounds of flour per month for bread-making. Following are some of the problems considered in this connection:

How much does one person use in a month? In a year? From one bushel of wheat forty pounds of flour may be made. What part of a bushel does one person use a month? How many bushels per year? If one acre yields fifteen bushels of wheat, how many persons can get their yearly quantity from one acre? How many acres of wheat must be harvested for the use of the people of Chicago?

These and similar problems led the children to consider the great quantity of wheat necessary to supply people with bread. A visit to a grocery store further impressed the children with the fact that wheat is used in enormous quantities. They found in the store over twenty articles made from wheat — crackers, breakfast foods, etc. The pound and bushel have been used constantly, so that the children are becoming familiar with these measures. A general idea of the acre has been given, but the class is anxious to lay out an acre. This will be done soon.

The school visited a farm. Unfortunately, it was impossible to find a wheat-producing farm in our vicinity; but many valuable data were gathered as to the storing of grain and hay, and the care and food of the animals. The greatest interest was evident in husking corn and plowing.

The children of the third grade will correspond with the children of a country school at Kansas, Ill., in the wheat-producing belt, and will ask them to answer the questions that arise in our work. In return they will tell the children in the country what is done with the wheat in our city, about transportation, milling, and export. We hope the country children will ask us questions about other phases of city life.

Excursions were made to the lakeshore at Glenwood, to a swamp, and to Beverly Hills. In each case the children expressed their delight in the autumn coloring. They made collections of seeds and of such animals as might be cared for in the room during the winter.

Following the excursions came a great deal of work in the school, painting of scenes, study of some aspect of greatest interest to the greatest number of children, reading, and writing of notes. Seed dissemination received especial attention. The results of experiments and discussions on this subject were drawings and paintings showing how seeds are scattered; collections of seeds to which the children are daily adding new specimens.

The poem "The Tree," by Björnson, was read, and the children seemed to appreciate the poetic language of the facts which they had studied. Some committed the poem to memory.

A large number of ants were housed in the room, and they are attracting

much interest. The children have used very freely books describing the life and habits of ants.

The planting of tulip bulbs on the south side of the school building gave rise to a number of interesting questions: Why plant at this time of year? Why not plant seeds? What part of the plant is it we plant? To answer these questions we had to know the parts of the plant, and how to recognize them. The underground stem and fleshy roots were especially studied. Reading from *Plants and Their Children*, p. 102, by Dana.

The class decided to make cups, saucers, and plates for the lunch-room. To this end they made drawings and designs, visited Burley's china store and a Chinese store; modified their designs and began their clay work.

The physical training, out-of-door sports and games, have shown themselves to be sources of greatest interest and delight to the children. They have read stories of the training of boys in other lands and of other times, the Spartan training in particular. Reading from Guerber's *The Story of the Greeks*, p. 62. Pictures were used freely; some of the best will hang on our walls while this phase is being studied.

For morning exercises on Halloween day the class dramatized Grimm's story of "The Shoemaker and the Elves." After the story had been told, the salient situations were drawn on the blackboard. The story was retold to clear up vague impressions. The class decided on the staging and costumes, and selected the players. The dialogue was worked out from suggestions of the different members of the class.

To make the class-room more homelike the class planned to make two window boxes. The dimensions were worked out from actual measurements, and plans were drawn one-half actual size. To accomplish this, such problems as the following occurred: How many inches in $2\frac{1}{2}$ feet? $\frac{1}{2}$ of 30 inches? $\frac{1}{2}$ of 5 inches? $\frac{1}{2}$ of $2\frac{1}{2}$ inches? The boxes are nearly finished.

Work-baskets of reeds have been nearly completed.

Besides the reading mentioned above the children read "Susie's First Loaf," from *Uncle Robert's Geography*, Part II, by Parker; selections from "Heart of Oak" series, Vols. II and III; about ants in *Readings in Nature's Book*, American Book Co.

French (Lorley Ada Ashleman).—In the third grade the subject has been the harvesting, grinding, and use of wheat. The following little play dramatized by the children is a résumé of the work:

Eugène. Je vais prendre mon chapeau.

Robert. Pourquoi?

Eugène. Je vais faucher le blé dans le champ de blé, parcequ'il est mûr.

Robert. Ah oui, vous avez raison, voici la faux.

Eugène. Je vous remercie; n'oubliez pas de m'amener les chevaux vers les quatre heures.

Robert. Je n'y manquerai pas.

Eugène (dans le champ). La moisson est bonne. (Après avoir fauché le blé.) Voilà! Je vais faire les gerbes maintenant. (On entend la charrette.) Ah! voici la charette!

Robert. Mettons les gerbes dans la charrette.

Eugène. Maintenant transportons les gerbes à la grange.

Edwin. A la grange. Bonjour, mes amis; je mettrai les gerbes dans la grange.

Eugène. Merci bien. Bon soir.

Clifton à Donald. Allons battre le blé.

Edwin. Tout de suite, je vais prendre mon fléau.

Donald. (Tout en battant le blé.) Les grains sortent facilement des épis.

Clifton. Oui, mettons les grains en sacs. Voilà—maintenant allons au moulin. (Arrivé au moulin, Clifton demande au meunier.) Voulez-vous moudre ces grains, monsieur Victor?

Victor (le meunier). Certainement, avec plaisir. Vous pouvez venir chercher la farine demain matin.

Donald. Merci bien, monsieur. Au revoir, monsieur.

In the domestic-science department the children made bread and formulated the following receipt:

J'ai fait le pain.

J'ai pris deux cuillerées de lait, deux cuillerées d'eau, un petit peu de sel, un demi carré de levain, à peu près cinq grandes cuillerées de farine.

Je l'ai travaillé avec une cuiller de bois.

OUTLINE FOR NOVEMBER AND DECEMBER.

A careful record has been made of the children's questions, suggestions, and expressions of wonder and delight. The following list indicates to some extent what the children feel a need of doing and wish to know with regard to the work already started. It also suggests some new phases of work:

To bake as large a loaf as is used at home. To set the sponge. To know the exact temperature of the oven. To know something of the nature of wheat and of yeast. The processes of flour-making, threshing, and milling. Where is wheat farmed in America? How much wheat is harvested a year? Length of time between sowing and harvesting. To measure off an acre. To sow wheat in the spring. To do the plowing ourselves. To find out about the plow, how deep it should cut for wheat. Best kind of soil. How much to sow on an acre. To know more of the animals on the farm. How bulbs and seeds can live in the ground during winter. How frost is formed. What makes the mercury in the thermometer act as it does? To make

butter. To prepare luncheons for the other children. To have a party. To do something for Thanksgiving. To make Christmas gifts.

To answer some of these questions and to do some of the things suggested will be the work for November and December.

EXPERIMENTS.

1. Mix with water a small amount of corn meal, of oat flour, and of rye flour. Compare the doughs thus formed with that made from wheat flour. What makes the difference?

2. Into 100 grams of flour stir slowly 50 cc of water. After it is thoroughly mixed, take the dough into the hands and work it till it is smooth and elastic; then wash it with water. Change the water when necessary and continue the washing till the water remains clear. The elastic mass left in the hands is gluten. Bake some of this gluten.

3. The effect of different temperatures upon yeast: Put a tablespoonful of molasses into a tumbler of boiling water, one into a tumbler of ice water, and another into water at about 90° F., just below the body temperature. Into each tumbler crumble immediately a piece of yeast about as large as a pea. Let the tumblers remain at the ordinary room temperature for about half an hour, and then examine them.

4. A product of yeast: Mix a tablespoonful of molasses with a cup of lukewarm water and crumble into it a little yeast. Fill a test tube with the mixture and invert the tube in a saucer containing some of the same mixture. Fasten it in place, and let it stand for twenty-four hours. Test the gas with a match to show that there is something in the tube different from air.

From these experiments the children should be able to work out the conclusions that yeast, if kept warm, produces a gas, and that the gluten in the flour can retain this gas, and so give a light loaf of bread. Other questions which they may ask, as, why a sweet liquid is used, and how the yeast does its work, will be answered, so far as the children can understand the explanation. Experiments will be used in giving these answers, whenever possible.

The use of *avoirdupois* weights will be taught.

Making butter from one gallon of cream. Making and serving cocoa and soups to the primary pupils at luncheon, every day for one week.

Having a party for the second and third grades of the Francis W. Parker School.

Making candy for Christmas tree.

The farmer's care of animals. Herding. Study of the cow: habits, shelter, food; prehension of food—teeth, structure adapted to function; chewing cud. There will be an opportunity near the school to watch a cow closely, to see her milked and fed; also to visit a dairy. Find amounts of milk and butter used in a household per week, month, year; the average yield of milk of one cow; number of cows necessary to supply milk to

Chicago; amount of butter gotten from one gallon of cream. The gallon and its parts, the pound and its parts will be taught.

Drawing and painting of herds of cattle grazing, drinking; cows being milked; etc.

Study temperature. Place thermometer in ice water, warm water, boiling water; make record of daily temperature; find temperature of the soil at the depth of one foot, three feet, etc.; relation of all life to temperature.

Thanksgiving (see Miss Fleming's outline): The third grade will study the old English Harvest Home festival and give it to the school in dramatic form for its part of the Thanksgiving program.

For Christmas the children have chosen to make the following gifts: Material, wood: calendar-back, stool, book-rack, bread-board, key-board, match-scratch, picture-frame, paper-knife. Material, raffia: mats and baskets. Material, clay: cup, saucer, plate, vase, card-tray, pin-tray, candle-stick, bouillon cup, fern pot, tea-pot stand.

In every case the children make a working drawing to a certain scale, and planned the work with suggestions and directions from the teacher. To help the clay work a visit to the Art Institute will be made—to see the Greek vases, study their color, shape, and design; note the stories the Greeks told on their vases; telling some of the best Greek myths, such as Apollo and the Python, Ceres and Proserpine, Hermes and the Lyre.

French (Lorley Ada Ashleman).—The French for the third, fourth, and fifth grades for December will be the dramatizing of Émile Richebourg's Christmas story, a great favorite with French children. Each grade will play the part best suited to the experience and age of the children.

NOËL.

(MISE EN SCÈNE.) SCÈNE I.

(Une chambre de pauvres gens: elle est si bien rangée et si propre que les vieux meubles disloqués et vermoulus ont comme un air de gaieté. Une jeune femme d'environ trente ans, pâle et amaigrie, tricote activement devant deux morceaux de bois mort qui se consomment lentement dans le foyer de la cheminée. Près d'elle, sur une vieille couverture pliée en quatre, ses enfants, un petit garçon et une petite fille, jouent. André amuse sa petite sœur Jeanne. La mère a plus souvent les yeux sur les deux têtes blondes que sur ses longues aiguilles d'acier, mais le tricot n'en va pas moins vite. Tout à coup la porte s'ouvre, un huissier de la justice de paix entre. La mère laisse tomber son ouvrage à ses pieds et se lève toute tremblante.)

L'huissier. Avant d'exécuter les ordres de monsieur Gorjut, je viens vous demander si vous pouvez payer.

La mère. Hélas, mon mari a cherché à emprunter. Il n'a pas pu trouver un sou. Nous sommes trop misérables, on n'a pas confiance.

L'huissier. C'est aujourd'hui la veille de Noël; il vous reste une demi-journée et demain pour vous procurer là somme.

La mère (pleurant). Nous ne la trouverons pas ! Quatre-vingts francs ! Qui donc nous prêterait tant d'argent ? Je vous en supplie, monsieur, ayez pitié de nous.

L'huissier (haussant les épaules). Je ne puis rien, ma chère dame, rien.

La mère. Monsieur Gorjut est bien dur ? . . . Nous chasser de sa maison au milieu de l'hiver ! . . . Il veut donc que nous mourions de faim et de froid dans la neige. Mon mari, c'est un bon père, un travailleur ; s'il n'a pas payé, c'est qu'il a été malade pendant deux mois. Monsieur Gorjut le sait bien.

L'huissier (avec émotion). Je voudrais pouvoir vous venir en aide, mais j'ai sept enfants à nourrir et je suis pauvre. Allez donc voir monsieur Gorjut.

La mère. Je suivrai votre conseil, je vais y aller. — Au revoir, monsieur Girardin. Je vous remercie.

(Depuis un instant la petite sœur s'est endormie, bercée dans les bras de son frère. La mère la prend doucement et la met dans son berceau.)

La mère. André, mon enfant, veille ta petite sœur jusqu'à mon retour. Quand ton père rentrera de la forêt avec son fagot, tu lui diras que je rentrerai bientôt. Je vais faire une commission. N'oublie pas, mon chéri, de lui faire manger sa soupe.

André. Ce monsieur t'a fait pleurer. Je le battraï quand je serais grand. Je ne veux pas que tu pleures, maman.

La mère. Eh bien ! Je ne pleurerai plus.

(Elle se met à genoux devant son jeune fils, l'embrasse sur le front, change de tablier et sort.)

SCÈNE II.

(Une longue rue. En dépit du vent glacial et de la neige l'air résonne de joyeux accents ; des lumières ça et là semblent autant d'étoiles destinées à guider les pèlerins. La mère d'André s'arrête devant une riche maison. Après quelque hésitation elle sonne. Monsieur Gorjut, chaudement enveloppé dans une longue robe de chambre doublée de fourrures, ouvre la porte.)

Monsieur Gorjut (d'une voix dure). M'apportez-vous mon argent ?

La mère. Hélas, non, monsieur.

Monsieur Gorjut. Si ce n'est pour me payer, pourquoi venez-vous ?

La mère. Je viens vous demander du temps, monsieur. Jacques va mieux maintenant, ses forces reviennent.

(Mademoiselle Gorjut, une charmante fille de dix-huit ans, s'avance près de son père, regarde la malheureuse dans la rue et dit.)

Mademoiselle Gorjut. Père, fais donc entrer madame. Il fait trop froid ici et pour vous et pour elle.

Monsieur Gorjut. Non, je veux être payé, point de nouveau délai. Je ne veux plus attendre.

(La mère tremble comme une feuille agitée par le vent et se tourne vers la jeune fille.)

La mère. Mademoiselle, de grâce, intercédez pour moi, pour mes enfants, auprès de votre père.

(Mademoiselle Gorjut lève les yeux sur son père, fait un mouvement, mais elle garde le silence.)

La mère. Mon Dieu ! Je n'aurais pas osé supposer que vous resteriez insensible devant la douleur d'une mère qui venait vous implorer au nom de ses enfants. Votre cœur s'est fermé pour nous. C'est à Dieu que je m'adresserai maintenant. Ah, monsieur, je ne vous souhaite pas de souffrir un jour autant que moi.

(Monsieur Gorjut ferme la porte sur elle. Les chanteurs de Noël arrivent. Trois garçons représentent les trois mages de l'Orient. Ils portent une chemise blanche, une ceinture de couleur, une culotte en toile bleue, un chapeau de carton recouvert de papier blanc et d'étoiles dorées. Ils ont aussi de longues barbes blanches. Une fillette représente la dame de Noël. Elle porte une longue robe blanche bien simple, et un voile blanc. Les bergers portent leurs gibecières destinées à recueillir les dons des âmes charitables ; les pauvres mères portent leurs nourrissons sur le bras ; il y a même des vieillards à la voix chevrotante : ce sont ces voix réunies au milieu de la nuit glaciale de décembre qui font monter jusqu'aux cieux les Noël. Un des mages a vu la porte se fermer sur la malheureuse femme. Il fait signe aux chanteurs de Noël de ne pas s'arrêter devant cette maison, et d'une voix lugubre :)

1^{er} mage. Plaignez, oh plaignez la maison dont les vitres ne sont pas ébranlées par nos joyeux refrains ; plaignez, plaignez la maison près de laquelle les chanteurs de Noël passent sans s'arrêter.

(Les chanteurs de Noël passent sans s'arrêter et arrivent à une autre maison. Un chanteur qui tient une cloche à la main se met à sonner. Alors toute la bande chante un Noël.)

SCÈNE III.

(La mère, Jacques et le petit André font cercle autour du feu.)

André. Maman, c'est Noël demain. Tu m'as dit que ce jour-là le bon Noël apportait des bonbons aux enfants sages. Ma petite sœur et moi, nous avons été sages, n'est-ce pas, maman ?

La mère. Oui, bien sages, tous les deux.

André. Le bon Noël, viendra-t-il chez nous cette nuit ?

La mère. Je l'espère.

André. Eh bien, maman ! Je ne veux pas de bonbons.

La mère. Tu ne veux pas de bonbons, mon ami ?

André. Non, je vais prier le bon Noël d'apporter de l'argent.

(La mère attire son fils vers elle, le couvre de baisers et lui dit.)

La mère. Va vite dormir, mon enfant ; ton père et moi, nous allons à la messe de minuit.

André. Oui, maman ; mais laisse moi vite mettre les souliers de ma sœur et les miens tout près du feu devant la cheminée.

(Après avoir fait comme il disait, il se couche. Les cloches sonnent à grande volée. Jacques et sa femme sortent pour aller à la messe de minuit. Quelques

instants après, deux femmes, dont l'une porte une lanterne sourde, entrent dans la chambre. La plus jeune femme prend la lanterne des mains de sa compagne, s'avance timidement jusqu'auprès du lit du petit André. Là, elle s'arrête; il lui semble que le garçon ouvre les yeux. Elle s'approche de la table, plonge la main dans la poche de sa robe. Elle la retire fermée, avec l'intention évidente de mettre sur la table ce qu'elle tenait. Mais en ce moment la lumière de la lanterne frappe en plein sur les souliers placés par André sous le manteau de cheminée. Elle s'approche vivement, se baisse et sa main passe plusieurs fois au-dessus des petits souliers; enfin elle se redresse et court rejoindre sa compagne qui l'attend à la porte.)

SCÈNE IV. NOËL — DE BONNE-HEURE.

(André et la petite sœur s'avancent vers la cheminée. Ils s'emparent des souliers y enfoncent la main. Des cris de joie retentissent dans la chambre.)

André. Maman, papa, des bonbons, des bonbons!

La mère. Mes enfants, des bonbons! (Se tournant vers son mari.) Mais, mais ces bonbons d'où viennent-ils?

(La petite sœur place un soulier sous les yeux de sa mère.)

La petite sœur. Regarde, maman, ça brille, c'est joli.

La mère. Ah Jacques! de l'or, regarde!

André. Dans ce soulier aussi, maman.

(Le père prend les souliers. Dans chacun d'eux il y a une pièce de vingt francs.)

La mère. Quarante francs. Nous sommes sauvés!

(Elle court embrasser son mari, son fils, sa petite fille. Enfin elle devient plus calme, donne les bonbons aux enfants, qui se mettent à les croquer.)

André. Le bon Noël est bien gentil; je lui avais demandé de l'argent, et il m'a apporté des bonbons. Je l'ai bien vu entrer. Je me suis réveillé la nuit. J'ai vu le bon Noël là, tout près de moi, il m'a regardé et j'ai vite fermé les yeux.

La mère. Était-il vieux?

André. Non.

La mère. Tu n'as pas reconnu sa figure?

André. Si, il avait la figure de mademoiselle Gorjut.

La mère (tout bas). Ah! Dieu dans sa bonté a placé à côté de l'homme égoïste et sans cœur l'ange de la charité.

FOURTH GRADE.

GERTRUDE VAN HOESEN.

REVIEW FOR OCTOBER.

DURING October weekly field excursions and industrial work formed the basis of study.

I. THE EXCURSIONS.

The first excursion was made to the lakeshore north of Chicago, which is a type of wearing coasts. There the children saw a high lake bluff, cut